

# ACTFL – Proficiency

## Branches: Text Type

- words
- sentences
- paragraphs

## Roots: Content & Contexts

- Topics
- Social Situations



## Leaves: Accuracy

- Pronunciation
- Grammar
- Vocabulary
- Socio-linguistic appropriateness
- Fluency

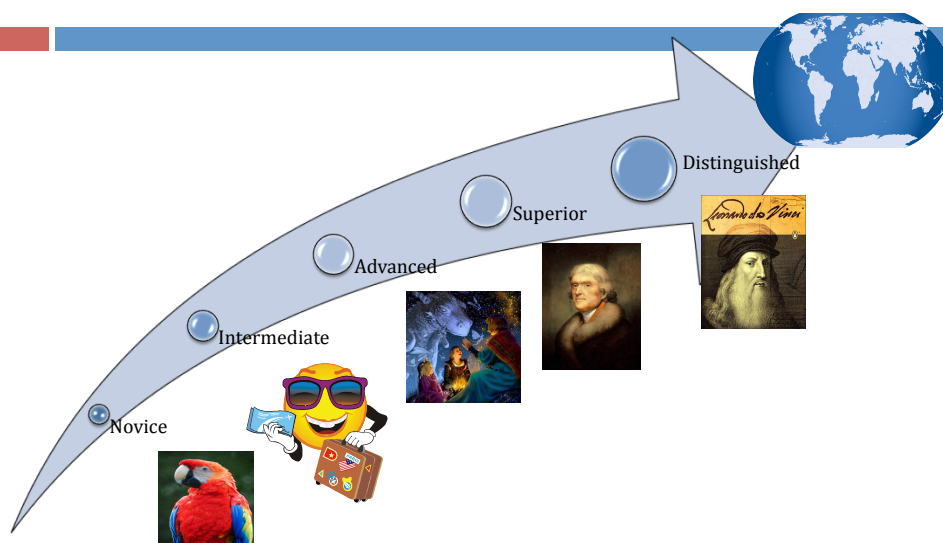
## Trunk: Functions

- Ask & answer questions
- Describe
- Compare & contrast
- Narrate & describe
- Support an opinion

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Chantal Thompson

## Continuous growth toward proficiency



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## Major Levels - Novice

### The “Parrot”

- Lists with words/phrases
- Makes attempts at conversation
- Memorized language
- Telegraphic
- Limited topic areas

**WORD** LEVEL



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## Major Levels - Intermediate

### The “Survivor”

- Creates with language; recombines and adapts learned material to express personal meaning
- Asks and answers questions about familiar topics
- Handles simple situations

**SENTENCE** LEVEL



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## Major Levels - Advanced

### The “Storyteller”

- ❑ Full conversational partner
- ❑ Speaks with confidence
- ❑ Expands on a variety of concrete topics
- ❑ Narrates and describes in present, past and future time frames
- ❑ Handles a situation with a complication



**PARAGRAPH LEVEL**

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## The **LOW** Sublevel:

(Threshold performance)

- ♦ Sustained but skeletal for the level
- ♦ “just hanging on”
- ♦ BARELY there



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## The **MID** Sublevel:

- ♦ quantity and quality for the level
- ♦ SOLID
- ♦ some features of the next level



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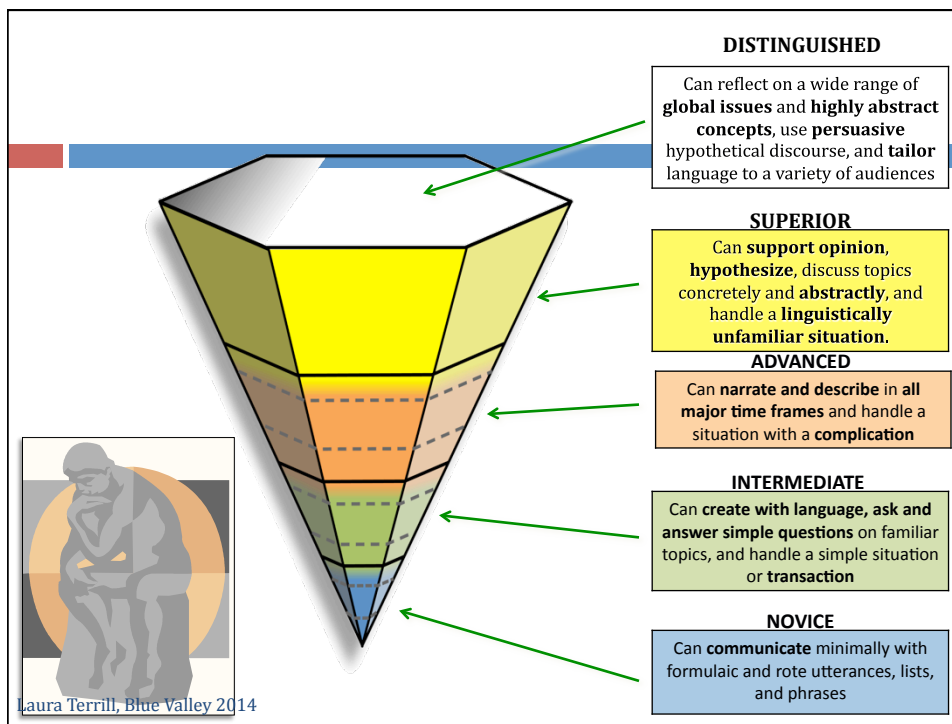
## The **HIGH** Sublevel:

- ♦ functions most of the time at the next higher level
- ♦ “fall” from above



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Alejandro Sanz Yesterday, Tuesday, November 15th, 2005, the fans of the Spanish singer Alejandro Sanz, were able to see and hear his idol in person at the Radio City Music Hall in New York City. The tickets were sold out a month ago, and the performance of Alejandro Sanz was superior. As usual, Alejandro sang his most popular songs such as "El Alma al Aire" ("The Soul in the Air"), "Mi Soledad y Yo" ("My Loneliness and I"), "Heroe" ("Heroe"), and more. The concert started on time at 8pm and finished at 11pm. Three excellent hours of an outstanding performance, Sanz, gave to his fans from all over the world. The adrenaline of the fans was high with the romantic voice of the singer. Also, there were some lucky ones who were able to hold hands with their idol, and show their affection by giving to their favorite singer some gifts, such as flowers, teddy bears, chocolate boxes, etc. Furthermore, the price of the tickets were from \$85.00 to \$300.00, and all the tickets were sold out a month ago. There is not doubt the Alejandro Sanz has won his fans' heart. Personally, I believe that Alejandro Sanz is an excellent singer and his sense of humor, his personality, his passion for believing in the true love, makes him a unique singer.

<http://www.actfl.org/publications/guidelines-and-manuals/actfl-proficiency-guidelines-2012/>

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## Key Comparisons: Performance & Proficiency

### Performance

- ☐ Based on classroom instruction
- ☐ Practiced
- ☐ Familiar content and context
- ☐ Learners practice the functions and related structures, vocabulary through a variety of tasks to get ready for the final performance assessment tasks

### Proficiency

- ☐ Independent of specific classroom instruction
- ☐ Spontaneous
- ☐ Broad content and context
- ☐ Sustained performance across all the tasks and contexts for the level

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## Performance towards Proficiency



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<http://aappl.actfl.org/demo>

### Languages:

- Arabic
- Chinese
- French
- German
- Russian
- Spanish
- ESL

### Results:

- Novice 1 – 4
- Intermediate 1 – 5
- Results by mode
- Feedback on how to improve

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## Interpersonal Listening/Speaking - Novice

### Prompt

- Hello! My name is Antonia. What's your name?
- I am from Colombia. Where are you from?
- I'm in my room. Where are you?
- I take English and math classes. What classes do you take?

### Novice-level Response

- My name Sam.
- I am in the United States.
- in Spanish class
- Science, Spanish, English, math.

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## Interpersonal listening/speaking -Intermediate

### Prompt

- Let's talk about music. Tell me what kind of music you listen to. Why do you listen to this music?
- I listen to music on my iPod. How do you listen to music?
- Listen to this. This is The Zodiacs - my favorite group. Tell me about a group that is popular with young people in America.
- Your school has music programs, doesn't it? Tell me about one of them. What do the students do who participate in this program?

### Intermediate-Level Response

- I like all music, um, without classical music. It is boring.
- Ah, I listen to my music on my telephone, but I have an I-Phone and also I have an I-Pod and, uh, my computer.
- Ah, a group that is very popular with young people in the United States and North America, um, is the Black-Eyed Peas group. All the members in the group are young and the music is, um, very good and all, um, like them.
- Ah, there is a band and an, ah, and, um, piano and guitar classes. Um, many people go to the school in order to see the band.

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## Interpersonal-Listening/Speaking - Advanced

### Prompt

1. It's been great talking to you in Spanish. Tell me, why did you decide to study Spanish? Why did you make that decision?
2. **Do you remember an occasion when you needed to speak Spanish? What happened? Tell me the whole story—I want to know all the details.**
3. How do you plan to continue improving your Spanish? How do you plan to use your Spanish in the future?
4. I want to learn English. Can you recommend a television show that will help me learn English? Why do you think this program will help me improve my English?

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## Interpersonal Listening/Speaking Advanced - Response

2. Well, I use my Spanish a great deal in my work because I work in a pharmacy where I have to speak with patients that don't speak English almost every week. But one very special time was when I was like nine years old, I think. I was in Cancun, Mexico with my family for Christmas. And we were, um, we went by bus and we wanted to visit the city. Then, we went on the bus and my mother didn't know when we had to leave the bus. Then we were there for like three hours. Then, I, when I was 9 years old, had to talk with the, ah, the uh, the one who drives the bus and he, he finally told me that we forgot to leave the bus two hours ago and he took us to, to the street that we needed and we were very [attempts unsuccessfully to say thankful] because we were the last ones the last ones on the bus and no one else was there and we didn't know what to do. Well, because I could speak Spanish with the, with the man, umm, he drove to, to the street. Thank you.

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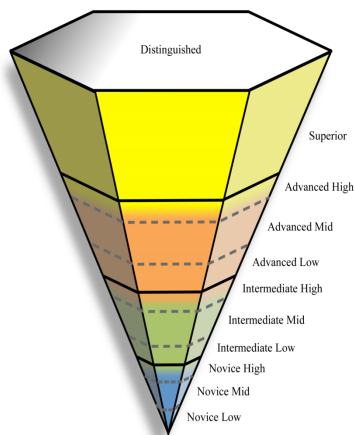
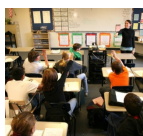
## AAPPL Score Description – Int 3

Interpretive	Interpersonal	Presentational
<p>Your AAPPL Interpretive Reading/Listening score of I-3 means that you understand main ideas and supporting facts in short passages on familiar topics. You may need to read/hear complex passages more than once. Context clues or prior knowledge may help you understand what you read/hear.</p>	<p>Your AAPPL Interpersonal Listening/Speaking score of I-3 means that you maintain conversations about yourself and your life. You also use your language to express your own thoughts and get the things that you need. You can connect some sentences together. You ask and answer a variety of questions. You do all of this in a way that your teacher and others who are used to language learners easily understand what you are saying.</p>	<p>Your AAPPL Presentational Writing score of I-3 means that you write about yourself and your life. You write well enough to accomplish what you need and pose a variety of questions. You can write some longer sentences and connect some sentences together. You do all of this in a way that your teacher and others who are used to the writing of language learners readily understand your writing.</p>

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## What learners demonstrate in the familiar context of the instructional setting...

**points toward a targeted proficiency level**



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## *NCSSFL-ACTFL Global Can-Do Benchmarks*

### *Interpersonal*

Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High
I can communicate on some very familiar topics using single words and phrases that I have practiced and memorized.	I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.	I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions.	I can participate in conversations on a number of familiar topics using simple sentences. I can handle short social interactions in everyday situations by asking and answering simple questions.	I can participate in conversations on familiar topics using sentences and series of sentences. I can handle short social interactions in everyday situations by asking and answering a variety of questions. I can usually say what I want to say about myself and my everyday life.	I can participate with ease and confidence in conversations on familiar topics. I can usually talk about events and experiences in various time frames.  I can usually describe people, places, and things. I can handle social interactions in everyday situations, sometimes even when there is an unexpected complication.

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## *NCSSFL-ACTFL Global Benchmarks*

### *Presentational Writing*

Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High
I can copy some familiar words, characters, or phrases.	I can write lists and memorized phrases on familiar topics.	I can write short messages and notes on familiar topics related to everyday life.	I can write briefly about most familiar topics and present information using a series of simple sentences.	I can write on a wide variety of familiar topics using connected sentences.	I can write on topics related to school, work, and community in a generally organized way. I can write some simple paragraphs about events and experiences in various time frames.

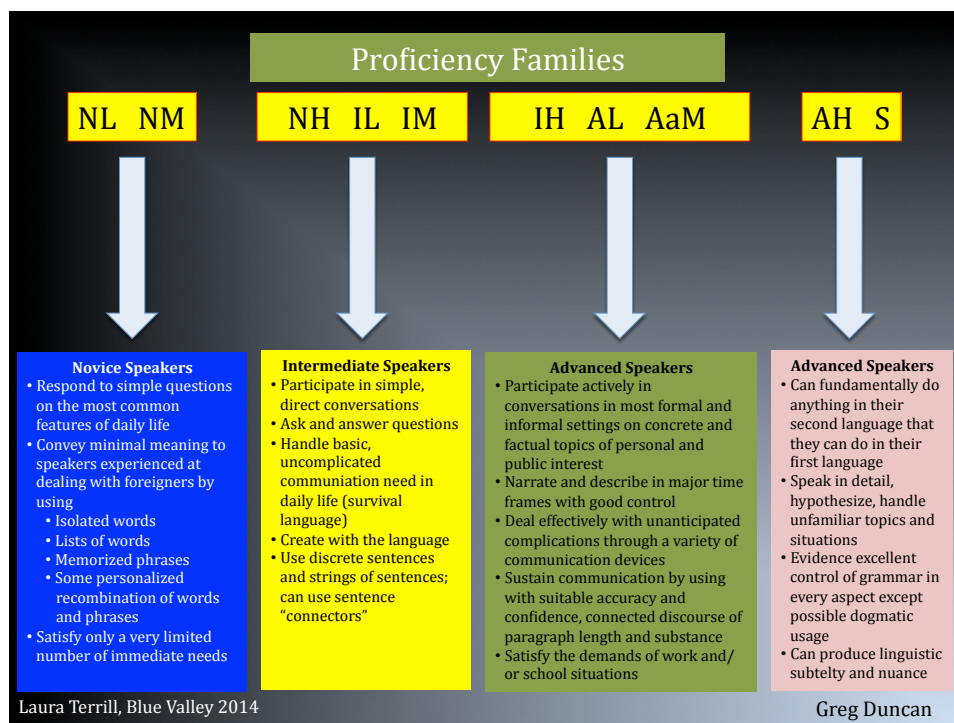
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## Moving From ..... To .....



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Greg Duncan

## Moving from one level to the next...

### At any level:

- Perfection is **NOT** the goal
- Need to feel successful within partial control, and push learners (level check – then probe), to get to full control

### To get to the next level, focus on:

- Elaboration (more specific and descriptive)
- Narration (connection of ideas, sentences)
- Using language to accomplish the function
- Using language more spontaneously, more independently

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## Text Type

## Quantity and Organization of Language Expands

- Isolated words
- Words and phrases
- Discrete sentences
- Strings of sentences
- Connected sentences
- Single paragraphs
- Multiple paragraphs
- Extended cogent discourse



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## Increasing levels of proficiency

Novice	Intermediate		Advanced	
<b>Express feelings and emotions</b>	Say that I am happy or sad	Express basic emotions and feelings	Express a variety of emotions and feelings, beginning to distinguish shades of meaning (ex: happy – thrilled – ecstatic)	Express a wide variety of emotions and feelings, choosing precise expressions appropriately to reflect shades of meaning
<b>Tell or retell stories</b>	Recount what I am doing in short, memorized sentences	Tell someone about my day, activities, an event in a simple sequence of sentences	Tell a story or recount an event in a logical sequence of sentences	Tell a detailed story about something that happened logically sequencing the events

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## Spiral the Topic: Family



Novice Mid – High	Intermediate Low	Intermediate Mid-High	Advanced Low
<ul style="list-style-type: none"> <li>Who are the people in this picture? Describe them.</li> <li>What do they like to do? What don't they like to do?</li> </ul>	<ul style="list-style-type: none"> <li>What are the members of this family doing?</li> <li>What questions would you like to ask about this family?</li> </ul>	<ul style="list-style-type: none"> <li>This family spends time together each week. What traditions exist in your family? Explain one tradition in detail.</li> <li>What are you currently doing to create or continue family traditions?</li> <li>What traditions will you establish when you have a family of your own? Describe a tradition that you hope will exist in your future.</li> </ul>	<ul style="list-style-type: none"> <li>Many believe that families who have strong traditions have a better quality of life. Do you agree or disagree with this belief?</li> <li>What impact would stronger families have on our society? Support your opinions with specific examples.</li> </ul>

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Advice, evaluation, grades—none of these provide the descriptive information that students need to reach their goals.....Whether feedback is just there to be grasped or is provided by another person, helpful feedback is goal-referenced; tangible and transparent; actionable; user-friendly (specific and personalized); timely; ongoing; and consistent.

Grant Wiggins, 7 Keys to Effective Feedback, Educational Leadership, September 2012

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## Moving from .... to....

<b>How effectively do I use vocabulary?</b>	I struggle to find the words I need.	I have the words I need to respond.	I use vocabulary that is increasingly precise and sophisticated.	I use vocabulary that is increasingly nuanced, precise and sophisticated, incorporating idioms appropriate to the culture.
<b>How effectively do I use vocabulary?</b>	I only use words I've learned in class.	I use some personal vocabulary.	I continue to use personal vocabulary and make it understood.	I continue to use personal vocabulary to express my thoughts more precisely.

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ACTFL – Draft Document

# Cinderella



## Level I

Cinderella is a girl. She isn't happy. She works a lot. Her mother doesn't like Cinderella. She has two sisters. They don't like Cinderella. There is a ball. Cinderella doesn't go to the ball....

## Level II

Cinderella is a poor young girl. She has two sisters who are not nice. And her mother doesn't like her much. One day the family is going to go to the ball at the king's castle. Cinderella can't go because she doesn't have a pretty dress....

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## Level 3



Once upon a time there was family of two sisters and their mother. They had a step-sister, Cinderella. The mother loved her two ugly and mean daughters, but she didn't like Cinderella, who was beautiful and nice. One day, the king invited all the young girls to meet his son, the prince. But Cinderella, who didn't have anything nice to wear, couldn't go....

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## Level 4

Once upon a time there was a family composed of a mother and her two mean and ugly daughters. In the small house lived Cinderella, the step-sister, who had to do all the household chores. Because of her great charm and beauty, Cinderella was hated by her step-mother and two step-sisters who were jealous. One day, there was an invitation sent by the king, who was giving a grand ball at the castle in honor of his son. All the young girls of the kingdom were invited; except Cinderella who, not having anything to wear for such a rich ball, could not attend....



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## Level 5

Once upon a time there was a girl named Cinderella whose step-mother made her work all day long. But her two vain and lazy step-sisters would only walk around in their beautiful dresses making fun of Cinderella who was always dressed for doing household chores. One day, a letter arrived from the king who was making preparations for a grand ball at which his son would choose his future bride from among all the young girls of the kingdom. Cinderella really wanted to attend but couldn't because all she had were the old charwoman clothes she was wearing.



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## Maintaining Target Language in the Classroom



## General Features of Useful Input

### Input must be **COMPREHENSIBLE**.

Learners must understand most of what the speaker is saying for language learning to occur.

### Input must be **MEANING BEARING**.

Useful input must contain a message that learners want and need to understand. There must be some communicative intent.

Smith and Donato, Startalk 2012

## Importance of Authentic Texts

Authentic Text – text written by speakers of the target language for speakers of the language

- Real-world
- Culture rich
- Models of correct language



Plus besoin de faire ses lacets avec cette invention

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## Ouiiin! Mais que se passe-t-il?



Au Japon, deux lutteurs de sumo, des sumotori, soulèvent des bébés pour un combat... de pleurs ! Cette cérémonie, appelée « Naki Sumo », a eu lieu dimanche dernier à Tokyo : les parents japonais y amènent leurs petits enfants car ils pensent que des bébés qui pleurent fort seront pleins de santé. C'est une coutume shintô, l'une des religions au Japon.

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## Interpretive Mode: Characteristics

Learners understand, interpret, and analyze what is heard, read or viewed on a variety of topics.



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## Interpretive Communication....

is not	is
translation.	context-driven understanding (gist).
a hunt for trivial details.	whole picture; mediating meaning with the text; a focused task.
glossed readings; teaching all new vocabulary first.	familiar words in new context; and new words in a familiar context.
reading, listening or viewing from the reader's perspective only.	using the author's perspective and cultural perspective.
reading word for word.	re-phrasing chunks; retelling; predicting; and using structural clues.

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Juan Ponce de León, the explorer, was born in Valencia, Spain, in 1460. As a teenager he joined Spanish forces that defeated the Moors. In 1493 he accompanied Cristóforo Colombo in his second voyage to America. Later Ponce de León was granted a commission to explore Borinquen. He then set out to colonize the island of San Juan Bautista and build the first settlement called Caparra. He served as first governor from 1509-12. During his term as governor the island's name was changed from San Juan Bautista to Puerto Rico. Ponce de León went on to achieve other accomplishments. His tomb is found at the San Juan Cathedral in Old San Juan. His family estate is the Casa Blanca, another popular tourist site.

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<http://www.elboricua.com/BoricuaKids.html>

1



Read

3



Remember

2



Cover

4



Retell

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## Proof for / Proof against

Proof For		Proof Against
	Juan Ponce de Leon was born in Puerto Rico.	
	Puerto Rico was the name of the island when Christopher Columbus arrived.	
	Juan Ponce de Leon was very talented.	

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## Magnet Summaries

Students use this strategy to identify key words. Then, they use those key words to write a summary.

soldier explorer  
Columbus  
colony Puerto Rico  
governor, tomb, estate

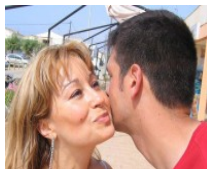
Juan Ponce de Leon was a soldier and an explorer. He fought for Spain, then traveled to the new world with Columbus. There, he became governor of Puerto Rico. Today you can visit his tomb and his former home.

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Buehl, 2001

## Interpersonal Mode

Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.



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## Interpersonal Communication....

is not	is
one-way communication	two-way exchange.
memorized (skits, dialogues).	spontaneous and unpredictable.
only asking all the questions.	helping each other.
strict turn taking.	following up and reacting; maintaining the conversation
ignoring your partner; waiting to say something.	indicating interest; interactive body language; eye contact.
overly concerned about accuracy.	focused on the message.
giving up when you don't understand.	Asking for clarification if communication fails/falters.

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## Asking Questions



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## Raise the proficiency level

Create a sentence that combines the ideas in both images.



1. but
2. not
3. never
4. and
5. because
6. then
7. always



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## Raise the proficiency level

Create a sentence that combines the ideas in both images.



1. but
2. not
3. never
4. and
5. because
6. then
7. always



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## Raise the proficiency level.....



1. I wanted to...
2. I felt bad when...
3. I would have..., but...
4. I was glad that...
5. My parents insisted...
6. I was annoyed...
7. I didn't get to...



Find out what your partner did last night.  
Ask a follow-up question to get more details.

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## Do you want to .....?

Yes, I want to explore the cave.

No, It's too hot. I want to go to the beach.



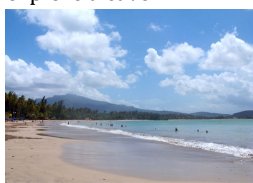
explore a cave



zipline



play in the waterfall



swim at the beach

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snorkel



hike in the rainforest

## Do you want to.....? I want/don't want...



- Do you like to (activity) in summer or winter?
- What do you prefer to do?
- What is the weather like when you (activity)?
- Are you good at (activity)? Why or why not?
- How often do you (activity)?
- Where do you (activity)?

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